CEDAR UNIFIED SCHOOL DISTRICT
Gifted and Talented Education
Scope and Sequence

Purpose

The purpose of Cedar Unified School District's gifted and talented program is to nurture academic excellence and improve student achievement among all students. To this end, the Legislature of the State of Arizona has established this mandate for students who are gifted and talented.

The Cedar Unified School District is committed to special education for gifted and talented students to help them develop their extraordinary abilities and recognizes that gifted and talented students in this district have unique values, needs, and talents. The program for gifted and talented students is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted and talented students through the provision of varied placement options and differentiated and more challenging curriculum.

The Arizona Academic Standards 2000 form the foundation of curriculum for all district programs. Modifications made in the curriculum for gifted and talented students will ensure that students have mastered the standards and will provide extensions for students to meet or exceed the standards at the highest level.

Appropriate curriculum for gifted and talented students must be **qualitatively different** from the regular school program. As the governing board and staff of Cedar Unified School District are committed to the encouragement of excellence and optimal talent development among gifted students, the district has developed a comprehensive program of educational interventions to meet the needs of our gifted and talented students.

- Appropriate modifications must be made in the following four areas: (1) learning environments, (2) complexity and organization of content to be mastered, (3) learning and thinking processes to be emphasized, and the (4) quality and variety of the products that students will create to demonstrate mastery.
- Evaluation and assessment of student products must be tied to: criteria established through rubrics, standards of excellence, and program goals. Products will be evaluated by the teacher (or mentor), and the student. Products may also be evaluated by student peers or by experts in a field.
- A continuum of services must be provided to enhance the unique potentials of each gifted student.
- Articulation of services must be provided to connect program options sequentially from one grade to the next.

Definition of Giftedness

Students with exceptional abilities and talents are found in all cultural and linguistic groups, economic levels, geographic areas of the state, domains of intelligence and in groups of individuals who also have disabilities. The official definition of "gifted child" is found in Arizona Revised Statute § 15-761.71.

"Gifted child" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability." (A.R.S. 15-761.7)

Although each gifted student is unique, gifted students do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, quickly sense patterns in information, ask themselves questions about perceived patterns in order to understand them, and form

connections among stored concepts and related bits of new information to modify their existing knowledge base. In their area of interest, they are able to construct clear mental maps that organize concepts efficiently; they are able to think flexibly about new possibilities, and they thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer.

Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas; yet may have difficulties or be very average in other areas. Their motor skills may or may not match those of other same age children. The same is true for social skills. In addition, social skills may be advanced. Young gifted children progress through developmental milestones more rapidly, and sometimes prefer to associate with older children or adults who are more likely to understand their vocabulary and the complexity of their ideas.

One important point is that gifted students of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curriculum differentiation within the group as is necessary between moderately gifted students and their non-gifted peers. Program modifications for gifted students must be sufficiently varied and flexible that these students can be provided challenging learning experiences and appropriate resources.

In Cedar Unified School District, 2.5% of students have been identified as gifted . Students from previously under-served populations were identified through multifaceted procedures, including assessment with an appropriate state-approved test.

Population Description

During the 2002 – 2003 school year, Cedar Unified School District enrolled 202 male students and 244 female students for a total enrollment of 446. The ethnic breakdown was 99.6% Native American and .2% Caucasian. 54.2% of the student population was identified as English Language Learners. 11.8% of the student population was classified as special education students.

Identification Process Including Special Populations

Routine screening for gifted and talented education services is available for all Cedar Unified School District students in all grades served by the district from elementary school age to high school age. Testing is provided on an annual basis. Students have at least three opportunities to participate in testing each school year.

Any student who scores at or above the 97th percentile in any one of three areas: verbal, non-verbal, or quantitative reasoning, on any test from the State Board approved list will be considered eligible to receive services. Students with scores below the 97th percentile on state approved tests for gifted education will be considered for services on a rank order basis, pending space available within each school site. Appropriate accommodations are made for special population students such as those not fluent in English and students with disabilities. Special population students such as those not fluent in English and students with disabilities are ensured equal access in the identification and placement process.

Testing Procedures

Before administering tests to students who are suspected of being gifted, students will be given routine vision and hearing screening exams. Cedar Unified School District will administer one or more state-approved tests periodically and at no less than three regular intervals throughout the year. Notice of testing dates shall be placed on the school district calendar. Notices/reminders also will be placed in school newsletters, on the district web site, and in the calendar section of the local newspaper so that advance notice of the week children are to be tested is given.

As a part of the nomination/referral form, parents will be given an opportunity to **grant** or **withhold** permission for testing. Nomination/referral forms and information letters to parents will be published in English; translation services or translated print materials will be made available for parents or guardians whose primary language is other than English.

Services Available from the Cedar Unified School District

The Cedar Unified School District recognizes the importance of providing special curricula for gifted and talented students who are enrolled in our schools. The goal of Cedar Unified School District Gifted Services is to meet the unique curriculum needs of the intellectually gifted and talented students enrolled in Cedar Unified School District.

The parameters of the gifted program offered at Cedar Unified School District are as follows:

For all grade levels, clustering (placing identified gifted students in the same classroom in groups of 3-5) with professional assistance by the gifted coordinator. The gifted coordinator is responsible for helping the classroom teacher prepare differentiated instruction for each individual gifted student.

Services for the quantitatively gifted will be provided within the regular education classroom by replacing the student's grade level math curriculum with a curriculum that is commensurate with their ability level. The students will be required to research and develop projects and products related to topics that interest them. The students will use their talent to do research, develop solutions, share ideas, and problem solve while working with their classmates.

Services for the verbally gifted will be provided offering enrichment programs that add depth and breadth to grade level competencies. Enrichment may be accomplished through extension of the grade level curriculum and development of the following skills:

- Logic thinking
- Reasoning skills
- Critical and creative thinking
- Problem solving

At the High School level, gifted and talented students have several options including advanced placement and dual enrollment in college-level classes.

Written Criteria of Cedar Unified School District for Referral, Screening, Selection, and Placement

Copies of referral and nomination forms will be available at all district schools and district offices. These forms will be provided to all parents or guardians upon request for gifted students. The process of referral, screening, selection and placement is described in this scope and sequence.

Forms and letters will be available in English; translation services or translated print materials will be made available for parents or guardians whose primary language is other than English.

Notification of Testing Results

Cedar Unified School District will send letters to parents or guardians of tested students, at their address of record, within 30 days after the scheduled test date, to report test results and placement decisions. Letters will be written in the home language of record for those individuals who do not speak English.

If a parent or legal guardian requests an explanation of test results Cedar Unified School District will set up an appointment for the parent or legal guardian with a professional staff member qualified to explain test results.

Notification of Placement

A letter, in the home language of record, will be sent to parents or legal guardians of all tested students to notify them of the placement decision made by the Cedar Unified School District committee. A description of the services recommended for the student will be provided. Parents or guardians will be given the opportunity to **grant** or **withhold** permission for placement in the recommended program. At the request of parent or legal guardian, an appointment will be set up with a member of the professional staff who is able to provide further information.

Program Curriculum Goals and Objectives

The Cedar Unified School District offers a Curriculum Enrichment program for gifted and talented students to further develop and enhance their learning potential. The curriculum focuses on interdisciplinary units selected from the academic fields of social studies, language arts, science and mathematics. The District offers a variety of additional programs for interested students including advanced classes, spelling bees, science fairs and participation in Odyssey of the Mind.

Appropriate curriculum for gifted students must be **qualitatively different** from the regular school program. As the governing board and staff of *Cedar* Unified School District are committed to the encouragement of excellence and optimal talent development among gifted students, the district has developed a comprehensive program of educational interventions to meet the needs of our gifted students.

- Appropriate modifications must be made in the following four areas: (1) learning environments, (2) complexity and organization of content to be mastered, (3) learning and thinking processes to be emphasized, and the (4) quality and variety of the products that students will create to demonstrate mastery.

- Evaluation and assessment of student products must be tied to: criteria established through rubrics, standards of excellence, and program goals. Products will be evaluated by the teacher (or mentor) and the student. Products may also be evaluated by student peers or by experts in a field.
- A continuum of services must be provided to enhance the unique potentials of each gifted student.
- Articulation of services must be provided to connect program options sequentially from one grade to the next.
- The curriculum for gifted students will encompass a high level of cognitive and affective concepts and processes beyond those provided in the regular school program
- Broad themes, appropriate to several disciplines, will be used to provide the stimulus to help students build cohesive understanding of the inter-relationships among various disciplines. These generative topics will promote deeper understanding. These topics will also encourage students to make connections, enable students to create powerful mental images, and contribute to in-depth development of students' intellectual potentials.
- The diversity of individuals and cultures will be honored and integrated into substantive curricular content.
- Provisions will be made for gifted students with special needs to facilitate successful interaction with gifted peers and achievement of individual goals.
- Learning environments will incorporate activities to help students develop the following traits and skills: independence, openness to new ideas, innovation, exploration, self monitoring, creativity, planning and decision-making and other executive thinking processes.
- Learning environments will be sufficiently flexible that instruction, such as research field trips, seminars, conferences, internships, and work with mentors, can take place both in and out of school.
- Meeting the affective needs of gifted students will be an integral part of the program.

PROGRAM GOALS

Expected outcomes for gifted and talented students are listed below.

The student will develop:

- Understanding and skill in using the methods unique to each discipline as well as those common to several disciplines
- An understanding of broad-based issues, these, or problems within interdisciplinary and multicultural contexts.
- The independence, self-direction and skills in group processes that lead to creative and productive thinking.
- Critical and higher level thinking skills in both cognitive and affective areas.
- Affective behaviors involved in the creative process, including risk-taking, curiosity, imagination, and enjoyment of complex challenges.
- The convergent and divergent cognitive abilities necessary for creative productivity and an understanding of the roles and characteristics of creative and productive individuals in the evolution of significant change.
- Products that refine or challenge existing ideas incorporate concepts and use techniques, material, forms and knowledge in innovative ways.

- Acceptance and valuing of human differences; respect for the needs, cultures and rights of others; and recognition of the contributions of others.

Time Allocations for Services

Gifted and Talented students and their classroom teachers are offered support services throughout the school day. The student may also participate in an after school enrichment program, under the direction of a certified teacher of the gifted and talented. Students also participate in an after school enrichment program for 2 hours daily, four times per week. Students may also participate in ancillary services such as counseling, guidance, independent study; or in Odyssey of the Mind activities

Transfer Students

Cedar Unified School District shall place transfer students as soon as they have verified eligibility.
Cedar Unified School District shall accept, as valid for placement, scores at or above the 97th percentile on any State Board approved test submitted by other PEAs or by qualified professionals.

Comparison of Traditional Education and Differentiated Education for Gifted Learners[1]

Traditional education in this chart is based on learning practices that have characterized instructional practices for many generations.
Most models for gifted education emphasize changes in learning environment, content, processes, student products and evaluation of those products.

Curriculum Aspect	**Traditional Education** ←Continuum→**Differentiated Education for Gifted Students Often Used by General Educators** (Some practices may be used by teachers in regular classrooms)	
Theory of Knowledge	Objective body of facts and time-tested strategies that can be transmitted from a learned person to others Cultural practices and values Universal truths	Meanings jointly and purposefully constructed to solve real problems, explain phenomena, or communicate ideas Purposeful, structured, composed of abstract and complex concepts, generalizations, principles, and theories Contextual --varies with culture, environment, and paradigm
Theory of Learning	Receptive -- students acquire prescribed content and strategies though reading/listening, study, and training Responsive -- teacher instruction provides stimuli to evoke desired behaviors among students Skills are developed through instruction, drill and practice, testing and if necessary, additional drill and practice.	Transactional and integrative rather than receptive Making connections between present knowledge and new information derived from varied materials and environments Transforming or synthesizing discrete, seemingly unrelated, data to solve problems and create new knowledge Making connections between present knowledge and new information derived from varied materials and environments
Nature of Learning Tasks	Teacher (or curriculum) defined Discrete; often context-free Text-based, reading intensive Usually abstract-- fewer concrete experiences after primary grades Problem solving means finding predetermined, or *right* answers Individually performed; product oriented Memory intensive Drill and practice Same for all students; Few student choices	Often ill-defined problem individually or collaboratively chosen Varied, high-interest, complex activities from which to choose; either abstract or contextually embedded May require a broad range of resources May require collaboration with a mentor in a setting away from the classroom or school Open-ended; many alternative solutions or products possible Often require analysis, synthesis, evaluation, problem solving, decision-making, planning, critical thinking, creativity Process and/or discovery oriented

Curriculum Aspect	**Traditional Education** ←Continuum→**Differentiated Education for Gifted Students Often Used by General Educators** (Some practices may be used by teachers in regular classrooms)	
	Teacher sets time and format for recitation	

Curriculum Aspect	**Traditional Education** ←Continuum→**Differentiated Education for Gifted Students Often Used by General Educators** (Some practices may be used by teachers in regular classrooms)	
View of Learner	Recipient of general education instruction. Responder	Learner is problem maker, problem solver, decision-maker Learner is joint constructor of knowledge Learner is abstract thinker, categorizer, organizer, analyzer, synthesizer, evaluator Learner is inventor of self, new tools, new ideas, original products Learner is reflective thinker
Role of Learner	Attend to classroom presentations and communications from adults or experts. Respond to teacher questions accurately and courteously. Practice skills and complete activities prescribed by teachers.	Collaborate in the design of learning activities and management plans for independent study or small group investigation. Jointly construct knowledge through a variety of interactions with more skilled partners, peers, cognitive tools, and objects. Actively experiment with objects and tools to discover new data, solve ill-defined problems, and construct new knowledge. Integrate discrete data into coherent patterns, analyze patterns, and

Curriculum Aspect	**Traditional Education** ←Continuum→**Differentiated Education for Gifted Students Often Used by General Educators** (Some practices may be used by teachers in regular classrooms)	
	Publicly demonstrate skills, by recitation or performance, or on teacher request. Work individually. Demonstrate mastery of objectives on teacher-made tests, criterion- or norm-referenced tests, using memory resources. Restudy prescribed objectives to attain mastery.	develop new ideas Analyze situations, define problems, and synthesize possible solutions. Communicate effectively with peers, a real audience and others in a social environment Jointly construct rules, procedures, and practices to regulate interactions in a learning community or interest group. Question existing knowledge, mores, values, and traditions as a means to understand, adopt, improve, or supplant them. Develop attitudes and skills to monitor own thinking, progress, and learning behaviors.
Unit of Analysis	Measures individual student achievement.	Learning includes holistic, contextual, and functional events and relationships; is not focused on individual student achievement alone.
Evaluation	Is objective and summative; most frequently through testing with teacher-made instruments, norm-referenced achievement tests, or other measures with *right* answers. Is often keyed to discrete bits of data and explicit text information. Is teacher or system driven and controlled.	Includes self assessment based on jointly developed individual goals and objectives Includes shared decision making with peers, teacher, or both. Includes responses and critiques from real audiences or experts using standards of a specific domain. Uses few one *right answer* questions; more emphasis on critical and/or creative thinking, analysis, synthesis, reasoning, evaluation. Includes formative feedback given to students to enhance development and facilitate autonomous learning.

Curriculum Aspect	**Traditional Education** ←Continuum→**Differentiated Education for Gifted Students Often Used by General Educators** (Some practices may be used by teachers in regular classrooms)	

View of Teacher	Teacher is a skilled individual who transmits culturally valued information; conducts training; reinforces desired student behaviors. Teacher diagnoses learning deficits. Teacher prescribes learning activities based on publicly adopted curriculum, tests, and texts.	Teacher facilitates activities which meet individual, group, or societal needs/ interests Teacher creates learning environments designed to encourage interaction, cognitive growth, and learner autonomy Teacher guides learners in the acquisition of skills and use of tools needed to process information, solve problems, create products Teacher acts as consultant, collaborator, or mentor Teacher is a partner in learning
Role of Teacher	Determine goals and objectives based on state, district, or text-derived curriculum Prescribe content to be studied Present instruction Predetermine acceptable pathways from problems to satisfactory solutions Predetermine acceptable products Select materials and set up activities Prepare and administer tests and supervise recitations Be alert for cheating or other inappropriate student collaboration Judge learners Control student behaviors Maintain an orderly environment Be accountable to principal and other school officials	Accept ideas, observations, and opinions; discuss rather than judge. Pose real (or realistic) problems; design challenging tasks. Spend less time on concrete information and repetition, and work toward abstract concepts, connections, and generalizations. Offer a variety of choices for meeting goals/objectives of a learning cycle. Structure classroom interactions and pose problems that require high-level thinking processes. Ask open-ended questions; probe to clarify or extend ideas rather than for known information. Support intellectual and creative risk taking. Participate with others in joint planning, decision-making. construction of rules, and other practices to ensure effective interaction among members of the learning community. Trust and respect intelligence, abilities, cultural differences, and special needs of learners. Tolerate ambiguity. Help students plan time for reflection on experiences and incubation of ideas.
Learning Environment	External influence that affects learner behaviors Setting with established rules and regulations governing student behavior and student interaction	Affords challenge and variety, active experimentation, reflective thinking Provides sufficient structure for safety and opportunities for self-management Provides autonomy, private places, a sense of belonging, and varied venues for learner interaction

	Setting controlled and managed by teacher Self-contained and closed to outside stimuli Centered on teacher and prescribed sources of information	Accommodates a wide range of choices, opportunities for varied kinds of interactions among peers, more skilled partners, and mentors

Cedar Unified School District Differentiated Curriculum for Gifted Students

Arizona Academic Standards to be mastered

K-2	**3-5**	**6-8**	**9-12**
Foundation Level	Essentials Level	Proficiency Level	Distinction/Honors Level

Integrated Thematic Content of Curriculum for Gifted Students
(See Pages 16 to 21 for Examples)

K-2	**3-5**	**6-8**	**9-12**
Connections	**Culture**	**Conflict**	**Change**
Complex generalizations and key concepts with an emphasis on exploration of diversity in families, neighborhoods, ethnic groups, communities, regions, and countries. Emphasis is on discovering the connections between and among these things.	Complex generalizations and key concepts with an emphasis on the effects of language and other symbol systems, behavior systems, relationships, schooling, arts, commerce, geography, and history on the development of cultural traditions and other belief systems.	Complex generalizations and key concepts with an emphasis on sources of conflict among countries, racial and ethnic groups. Also include sources of conflict between political entities, nature, social institutions and individuals, environments and individuals, and within an individual.	Complex generalizations and key concepts with an emphasis on change agents: human, technological, geo-political, sociological, economic, and catastrophic. Also, the effects of these changes on knowledge, arts, belief systems, public institutions and environments.

The four themes noted below -– connections, culture, conflict and change -- describe how all students learn, including gifted students.

- Initially, we make connections or *assimilate* new information into an existing systematic arrangement, influenced by environmental context.
- When new information does not fit into the existing arrangement (personal or cultural) the schemata are adapted to *accommodate* the new information.

- When enough information does not fit, a conflict arises and the systematic arrangement becomes unwieldy and no longer works.
- Following a sometimes painful period of examination and reflection, individual schemata, or cultural belief systems, change, or *equilibrate*, to create a new systemic arrangement (paradigm) for organization of knowledge.

Level	**Processes Emphasis**	**Product Emphasis**
K-2 **Connections**: relationships among things that depend on, involve, or follow each other	Concept development – data, attributes, categories, labels, reasons Multiple talents – productive thinking, forecasting, decision making, planning, communication Inquiry process – exploration, investigation, scientific method Creative thinking – fluency, flexibility, originality, elaboration Writing process – authoring cycle Oral presentation Pattern finding Group participation: roles and interpersonal relationships Conflict resolution Freedom of choice Open-endedness	Drawing, painting, model, diagram, concept map, mind map, flowchart, family tree, or other visual representation Chart, graph, time-line, diagram, or similar graphic representation Original story, poetry, play, script, or other creative writing News report, research paper, article, summary, or other factual writing Letter to friend, letter to the editor, business letter, or other written communication Speech, panel discussion, presentation, or other oral communication Log, journal, diary, or other means to record reflections Dance, movement sequence, pantomime, demonstration Role-play, simulation, skit, puppet show, choral reading Photographs, computer-design, or other technological display

Level	Processes Emphasis	Product Emphasis
3-5 **Culture**: A system of artifacts, beliefs, and behavior patterns that enable members of a group to satisfy their physical and social needs.	Inductive inquiry – Interpretation of data Deductive inquiry – Application of generalization Creative problem solving Decision-making, planning, forecasting Analysis, synthesis, evaluation Valuing, organizing, value complex Self-directed learning Qualitative research methods Cooperative and collaborative skills Conflict management Open-ended questioning Variety of options for free choice	Products, such as those listed in K-2 category, designed to meet or exceed the performance objectives of Arizona Academic Standards at essentials level. Questionnaire, survey, poll Simulation, socio-drama, mock trial, Student government organization Computer web pages, graphic, slide show Travelogue, travel brochure, or similar promotional literature Radio or television production, scenario, script, screenplay Fact file, database, catalog, search strategies Original songs, music, choreography, costume, set design Invention Museum display, diorama, terrarium Puzzles, games, cartoons, comic strips Book, newspaper, magazine, monograph Self-selected or self-determined product.

Level	Processes Emphasis	Product Emphasis
6-8 **Conflict:** Disagreements and hostilities that arise among inhabitants of an environment (individuals, groups, nations, others) who have divergent goals or different approaches to attainment of similar goals	Analyzing audience attributes, goals, and expectations Reasoning and rules of evidence Exploration of moral dilemmas Leadership development, and group building Issue resolution Community problem solving Problem-based learning Discipline-based or computer-based research processes Group Investigations Seminars Self-directed learning Study of creative people and creative process Questioning strategies Planning-evaluation-review technique Metacognitive strategies and self-monitoring techniques Writing-editing-publishing processes Collaboration in research or creative projects Intrapersonal conflict resolution	Products, such as those listed in K-2 and 3-5 categories, designed to meet or exceed the performance objectives at proficiency level in the Arizona Academic Standards. Solutions to real-world problems Seminar presentations for specific audiences Collaborative production, such as a musical, drama, community event, school-wide event Series of WWW pages Original composition Newsletter, newspaper, journal, or book Event, such as *Night of the Notables*, in which students showcase their research findings and talents for a community audience Self-evaluation review of selected projects. Journal, diary, or log with reflections on intrapersonal issues, values, and developing ideas. Debate or panel discussion based on a community or global issue

Level	Processes Emphasis	Product Emphasis
9-12 **Change:** Social and physical environments are dynamic, constantly evolving in response to stimuli from organic and inorganic sources.	Study of people and great ideas Advanced critical thinking, logic Statistical reasoning, analysis, inference Discipline-based reasoning and rules of evidence Discipline-based creative processes In-depth study Internship, mentor relationships, and strategies Community problem solving Global awareness Thinking actively in a social context Problem-based learning Transformational thinking Planning, evaluation, review techniques Executive and strategic thinking Workshop and studio production methods	Products, such as those listed in K-2, 3-5, and 6-8 categories, designed to meet or exceed the performance objectives at distinction level in the Arizona Academic Standards. Journal article, monograph, or other written work that shows in-depth understanding of a social change or change agent. Multi-media presentation based on a particular phenomenon, event, theory, or development that changed the world. Presentation to a policy-making body concerning a change in law, regulation, or social practice, a cost-benefit analysis of the proposed change, and social or environmental implications. Invention or discovery Creative body of work in literature, the arts, the humanities, or technology Reflective thinking and self-evaluation as shown in journals, creative works, actions

Program Options Selected for Services to Gifted Students: Cedar Unified School District

Level	Program	Description of Curriculum Modifications
K-2 Theme: *Connections*	Integrated transdisciplinary program	Content is more abstract, complex, varied, and accelerated to incorporate Foundation-level Arizona Academic Standards. Processes include critical and creative thinking skills, discovery learning, open-ended problem solving, faster pacing, and choice of learning activities. Products are developed in response to real problems/opportunities, for real audiences, and in self-selected format.
Other Options	Content acceleration	Students exceptionally gifted in a discipline move up one or more grade levels in that discipline.
	Grade acceleration	Highly/exceptionally gifted students enroll in a higher grade. These students may need two or more full years of grade skipping but grades skipped may not necessarily be done all at once. Skipped grades may be spread out over the elementary and secondary levels of schooling.
3-5 Theme: *Cultures*	Integrated transdisciplinary program	Content is more abstract, complex, varied, and accelerated to incorporate Essentials Level of Arizona Academic Standards. Processes include critical and creative thinking skills, discovery learning, open-ended problem solving, choice of learning activities, small-group interaction, greater variety, evidence of reasoning. Products are more varied, developed for real audiences in response to real problems/ opportunities, in self-selected format, and evaluated by students & others using criteria established by experts in the relevant field.
Other Options	Content acceleration	Students exceptionally gifted in a discipline move up grade levels in that discipline.
	Grade acceleration	Highly/exceptionally gifted students skip to a higher grade.

Level	Program	Description of Curriculum
6-8 Theme: *Conflict*	Integrated cross-disciplinary program Cross-grade grouping	Content is more abstract, complex, varied, and accelerated to incorporate Proficiency Level Arizona Academic Standards. Processes include executive thinking skills (decision-making, planning, forecasting, monitoring), metacognition, community problem solving, faster pacing, greater choice of learning activities, varied group interaction, greater variety, evidence of reasoning. Products are more varied transformations or syntheses, are developed for specific audiences in response to community-based problems/opportunities, are in self-determined format, and are evaluated by students & others using criteria established by experts in the relevant fields. Products may be a result of collaboration among members of a small group.
Other Options	Content acceleration	Students exceptionally gifted in a discipline move up grade levels in that discipline; this option may involve traveling to high school or college for some classes.
	Acceleration through flexible pacing or grade skipping	Highly/exceptionally gifted students skip one or more grade levels or may complete two or more grade levels in the same year.
	Independent Study	A student proposes an in-depth investigation or creative project in an area of interest, prepares a plan that includes a brief explanation of the project, needed resources, form of product, timeline for completion, and criteria for evaluation.
	Distance Learning	Student undertakes individual study using courses and resources published on the World Wide Web.

9-12 Theme: *Change*	Integrated cross-disciplinary program Honors class	Content is more abstract, complex, varied, and incorporates Distinction/Honors Level Arizona Academic Standards. Processes include executive thinking skills, such as, decision-making, planning, forecasting, monitoring, along with metacognition, issue resolution, faster pacing, greater choice of emphasis, creative processes, varied grouping arrangements, more complex reasoning. Products are varied transformations or syntheses developed for specific audiences, evaluated by self & experts in the relevant fields.
Other Options	Independent Study, In-depth Investigation, Mentorship	Student proposes an in-depth investigation or creative project in an area of intense interest. Student prepares a plan including a brief explanation of the project, needed resources, form of product, timeline for completion, and criteria for evaluation.
	Distance Learning	Student pursues an individual study program by using World Wide Web resources or by enrolling in Instructional Television courses offered by an accredited institution.
	Concurrent Enrollment	Student enrolls in some classes at home school, other classes at university or college nearby.
	Early entrance to college	Highly/exceptionally gifted students may leave high school early to enroll in a special or regular program at a college or university.

Sample Lessons for the Cedar Unified School District Education of the Gifted Scope and Sequence K-12

Language Arts Sample Lessons for Gifted Students

Given the various characteristics of gifted students, how might an integrated instruction unit in language arts is presented differently to a gifted pupil?

Grades K-2
For young gifted students, literature opens up many opportunities to discover new cultures, discuss societal issues, and express and discuss a vast array of emotions. Fairy tales are a wonderful way to teach gifted students about the characteristics of a story, as well as emotions, morals, values, and connections among the tales of different cultural groups. Using the various versions of Cinderella, i.e. *Cinderella* by Marcia Brown*, The Rough Face Girl* by Rafe Martin, *Mufaro's Beautiful Daughters* by John Steptoe, the students learn about the various aspects of a story, as well as the cultural differences that are represented in the various versions. (Bloom's Cognitive Inventory is an excellent way to present the information in order to evaluate a student's comprehension and knowledge of the subject.) One then moves into discussions concerning the emotions and values that the characters display across the different versions of the book. The students can compare the emotions of the characters to the emotions that they experience in their own lives. (Krathwol's Affective Taxonomy is a good model to use when discussing emotions.) The final activity would be for the students to write and illustrate a fairy tale of their own, possibly based on their own lives. These stories can be shared with their classmates, as well as entered in a writing contest. (Language Arts Standards 1, 2, 3, & 4)

Grades 3-5
Gifted learners have the ability to observe people and places and discover the wide variety of differences that exist among them. Therefore, many gifted students are interested in how societies come together to form a whole, despite the many different cultures, which represent different beliefs, views and opinions. The books *Roll of Thunder Hear Me Cry, Number the Stars*, *The Door in the Wall*, *Amos Fortune, Free Man* and *The Sign of the Beaver* can be used in literature studies to analyze and evaluate books regarding the theme of cultural and societal differences. Along with learning more about the aspects of literature, students are able to look at the different cultures represented in the books and how the cultures represented join together to form a larger society. They can analyze and evaluate the cultural and societal differences by looking at artifacts, beliefs, and behavior patterns, and compare their findings to what they see in their community today. Students will then write essays, songs, or poems about their own culture and how they feel they fit as individuals into their society. The essays, songs, or poems can be shared with the class, published, or entered in a writing contest. (Language Arts Standards 1, 2, & 3)

Grades 6-8

Adolescent years are the time when middle school gifted students discover that they have a voice in their community and what they say does indeed count. As these students learn how to advocate for the things that are the most important to them, they realize that their opinions and beliefs may bring about disagreement and conflict. Literature studies designed to analyze and evaluate the theme of conflict allow the students to learn how to successfully handle and resolve issues that bring about disagreement. Books, such as *The Gammage Cup*, *The Giver*, *A Different Beat*, *The Red Badge of Courage*, *The Scarlet Letter*, *Romeo and Juliet*, and *The Great Gatsby*, all have characters that deal with some type of conflict, whether it is interpersonal or intrapersonal. As they read the books they are to determine what type of conflict the character(s) are experiencing and how the character(s) resolves this conflict. Discussions can be held about the appropriateness of the conflict resolution that was chosen by the character allowing the students to think about how they might have handled the situation differently. As they discuss the conflicts that the character(s) experienced they are to think of three different conflicts that they have experienced and write about how they think the character(s) of the book would have handled these conflicts. Thus, they are comparing the character's beliefs and opinions to their own in handling different types of problems. They can ask, "Did I respond differently than the characters in the book?" Students then write a short story in which the main character has to resolve some type of conflict. The stories can be shared in class, published in a magazine, or entered in a writing contest. (Language Arts Standards 1, 2, 3, & 4)

Grades 9-12

Gifted high school students have the ability to analyze, synthesize, and evaluate complex literature. An activity like "Coffee House Discussion", described later, can be used to enhance and bring literature alive for these students. Each student chooses a different classical or contemporary literary author (e.g. Hemingway). The student reads the author's literary works analyzing and evaluating the different literary components. Along with reading the works of the chosen author, the student studies all aspects of the author's life. After a complete written analysis of the author and his or her works, the student does a character sketch in which he or she becomes the author by taking on the author's characteristics, attitudes, opinions, in order to participate in the "Coffee House Discussions." In the persona of the author, the student participates in discussions with the other "authors" concerning what was important in their lives, why they wrote the type of literature they chose to write, as well as discussing current events through the attitudes and opinions of the author. (Language Arts Standards 1, 2, & 3; Theater Standard 1)

Social Studies Sample Lessons for Gifted Students

Given the various characteristics of gifted students, how might an instruction unit in social studies is presented differently to gifted pupils?

Grades K-2

Young gifted students love to explore and go on adventures. History is full of stories about exploration and adventure. A U.S. History lesson on the Westward Expansion led by the settlers can be expanded for these students through many different activities. A book titled *Drama Structures* by Cecily O'Neill and Allen Lambert contains excellent drama activities about the West. Visiting historical sites or museums geared toward the Old West bring the past to life giving students the opportunity to see items, such as clothing and tools that the settlers would have brought with them. After visiting the sites, the students can draw maps charting the routes that settlers would have taken West and figure out how many days it would have taken to travel. Students can read individual accounts of the settlers' journeys. The students can re-enact a trip out West, using props, old wagons and much more, setting up various stations in a park or field. They can share their historical accounts with other students or parents by presenting their experiences in class or even by asking others to participate in the re-enactment. (Social Studies Standard 1 & 3; Theater Standard 1)

Grades 3-5
Intermediate gifted students study the government systems of the Middle Eastern, Asian, and European countries. Many of these countries grapple with the issue of freedom. Why do some countries have more freedom than other countries? Using Krathwohl's Affective Taxonomy one can facilitate an in-depth discussion of the concept *freedom* by looking at how the conditions that guarantee freedom for some individuals are too threatening for other individuals. As the students study the different systems of government, a chart can be made to help compare and contrast the different aspects of the government systems. After learning about the various governments, have students read the book *Rabbit Island* by Jory Steiner. This book allows the students to think about freedom, security, order and chaos through the eyes of the brown rabbit and the gray rabbit. As part of the discussion students can write about, illustrate, or make a video of what they think would be the ideal balance between control and freedom. They can share their products and thoughts with the rest of the class. This lesson will meet and exceed the following standards: (Social Study Standards 1, 2, & 3; Language Arts Standard 2 & 3)

Grades 6-8
U.S. History at the middle school level allows one to delve more deeply into the underlying causes of key historical events. Many great historical events have taken place when governmental controls become oppressive and people rebel. When a significant number of people rebel against the current authorities, war will ultimately become the result. With this in mind, students take a closer look at the various control factors that convinced early colonists to separate from England, ultimately ending in the Revolutionary War. By reading the historical accounts and studying the early leaders of our nation they are able to recognize the factors that led to the beginning of the United States of America, as well as the Revolutionary War. Students re-enact some of the key historical events to get a flavor of what it might have been like to be oppressed during that period of time. This activity leads into discussions comparing and contrasting the oppression that people of this day and age might be feeling and why we see some individuals rebel against the government today. Discussions can be held about what the students would have done if they were forming their own nation with the ultimate activity of designing and writing their own declaration of independence and constitution for their own nation. (Social Studies Standards 1, 2, &3; Language Arts Standards 1, 2, &3; Theater Standard 1)

Grades 9-12
Interning at or receiving a fellowship with the State Legislature gives the gifted student interested in government or politics the opportunity to put his or her understanding and knowledge of the government to use. The student is required to complete a total of 75 hours a semester during the time when the House is in session. While working at the Legislature the student will keep a log of his or her duties and experiences. The student(s) will meet with State Representatives, Senators, lobbyists and other political experts and possibly have the opportunity to work on one of the special legislative committees. The students can share their experiences with a government class, as well as write a final paper about their experiences to be turned in with their log. (Social Studies Standard 2; Language Arts Standards 2 & 4)

Health Education Sample Lessons for Gifted Students

Given the various characteristics of the gifted student, how might an instruction unit is presented differently to a gifted pupil?

Grades K-2
Like many children, young gifted students have been inundated with product information through television commercials. Many of them can sing or recite the jingles for various products. As they learn about simple health issues, such as brushing their teeth or washing their hands, they can discover

how advertising or media propaganda might affect the products that their parents buy to help establish good health practices. For several afternoons or evenings have them watch television and write down what health products are advertised. Not all young gifted children will have the writing skills, fine motor skills, or visual-motor skills to complete this task. Parents are encouraged to write for their children in this case. Once they have the products written down they will go through their house and write down the different health products that are in their homes. A chart can then be made to see if the products advertised are what they find in their home. They can interview their parents to see why they purchase the products that they purchase. The results can be shared with the class. Additionally, discussions can be held as to why the students think certain products might be better. Who do they think influences them the most, the parents of the media? (Health Standard 4)

Grades 3-5

Intermediate gifted learners often participate in team sports, such as soccer or baseball. As they spend time learning in school about how exercise benefits their health, not only now, but also in their later years, it is a perfect time to begin teaching them how to advocate for positive health choices. Students can research the type of exercise programs that are offered in their community for children and adults. They can interview individually or develop a survey to be mailed to those who are participating in school or recreational sports. This in turn helps students determine whether all of the community's exercise needs are being met. If the community's needs are met by the programs being offered then the students will come up with ways to get more people off of their couches and out exercising. If the community's needs are not being met, then the students can advocate for new programs, modern equipment, more coaches, more leagues, etc…However, they must first discover the need, make people aware, elicit enthusiasm for the project, and search for ways to improve the recreational programs in their area. The final project or projects are shared with the individuals of their community. (Health Standard 7)

Grades 6-8

The adolescent years bring with them turmoil, developmental changes and an increased interest in appearance and diet. Gifted students studying nutrition have the opportunity to put their research skills to use. Students can begin by charting their meals and evaluating the nutritional value of the foods that they eat on a regular basis. Because many students think they need to diet or are already dieting, they will be interested in learning more about the various diets on the market. Students research three different types of diets that are out on the market for today's consumer. They then analyze the different diets according to their nutritional, exercise, and maintenance recommendations. Students compare and contrast the diets and determine which one provides the dieter with a more balanced nutritional and exercise program for the greatest amount of weight loss. To further enhance the research, students may interview individuals who have tried the various diets. The results can be shared in a school newspaper, a community newspaper, or in a teen health magazine. (Health Standards 4 & 7)

Grades 9-12

After studying and researching backgrounds of the various health care programs that are offered in the students' community, they are to choose a health organization to volunteer at for part of the semester. During their time as a volunteer they are to evaluate the organizations success in promoting and advocating a healthy-lifestyle. After their evaluation they are to develop and/or design two new ways that the organization can promote family, community, and personal health. This could be through a new pamphlet, advertisement, or a commercial. Students will present their completed project to the class, as well as to the organization. Students will then work with the organization's administration to implement the new ideas into their program. (Health Standards 4 & 7; Language Arts Standards 2, 3, & 4)

The Arts Sample Lessons for Gifted Students

Given the characteristics of the gifted student, how might an instruction unit in the arts is presented differently to the gifted pupil?

Grades K-2
The imagination and creativity of young gifted students opens up many opportunities for lessons using role-play and drama. A lesson on cooperation, sharing, or giving can be done by using a book like *Stone Soup* to first discuss these concepts. To further enhance the lesson using drama, the students will pantomime one of the characters in the book as the teacher reads the story again. Under the guidance of their teacher, students learn how to become a character through movement and vocal technique, and thus develop a character for improvisational drama or pantomime. After the characters have been created, students learn to block a performance, gather costumes, and make simple props. Students can also write their own version of the story. The students can present their performance of the book or their new version of the book to other classes and/or to their parents. (Theater Standard 1 & 2) (Resources: *Creative Drama Resource Book* by Ruth Beall Atinig, *Theater Games for the Classroom* by Viola Spolin)

Grades 3-5
Individuals are affected emotionally by the melodies produced in classical music, e.g. Mozart, Bach, which often convey contrasts in loudness and softness. Gifted students can study the effect classical music has on individuals of differing ages through observations and interviews. Have the student play a symphony by a classical composer to an individual who is doing an activity or some type of work. The student writes down what they see and how the individual is responding while he or she is working, and at the same time listening to the classical piece. Students then chart the observational data. After the observations, the student returns and plays another classical piece to the individual while they are not working. When the piece is finished the student interviews the individual to see how the music made then feel, and why they think they felt that way because of the music. Did the music affect them differently now that they weren't working? Students then chart the interview data. Students can compare their observations to the interview questions. Results can be presented during a music program or to a music appreciation class. (Music-Standard 2)

Grades 6-8
Gifted adolescents experience the same types of issues brought on by puberty that all adolescents experience during this period of life. The visual arts can be used to help a gifted student examine the events of their lives, their feelings, and the people around them. After learning to use a variety of art mediums and possibly spending some time in the field with various artists, gifted students can create three to four different art pieces, using the different mediums, which they think best represent who they are as an individual. Students then hold an art show in which the pieces are displayed. Pieces may also be entered in an art contest or displayed at the district level. (Visual Arts-Standard 1)

Grades 9-12
A semester or yearlong theater course begins with the students reviewing, learning and practicing the components of scene work. As the students learn about the components of scene work they begin writing a monologue in which their character is dealing with a current issue, such as teen drug use. This original monologue needs to delve into the emotional side as well as other circumstances of the issue. After the development of the monologues the students will share them with elementary or middle school students depending on the appropriateness of the topic that they choose. To continue mastering the components of scene work, the students will each choose a classical theater genre, such as the Greek plays or Shakespeare and block scenes from these works. From here they will create original basic scenes for a Paper Bag Theater to be showcased during lunch at their school. Finally, the

students will create original pieces from a book used in their literature class, such as The Scarlet Letter. At the end of the semester or year, the students will present a student showcase with a potpourri of various original works created throughout the course that could be evaluated by theater critics. (Theater Standards 1, 2, &3) (Resources: *Improvisation for the Theater* by Viola Spolin)

Technology Education Sample Lessons for Gifted Students

Given the characteristics of the gifted student, how might an instruction unit in technology is presented differently to a gifted pupil?

Elementary School: Pupils generate a list of the greatest technological inventions since 1950. They then design a survey to determine what at least two different groups (e.g. parents and grandparents) believe to be the most and least important technological inventions. Pupils tabulate survey results, then compare and discuss reasons for similarities and differences in ratings between the two groups. (Standard 2Technology-F3)

Middle School: Individual students will identify what they believe is the greatest technological invention of the 20th century. Students explain verbally how our lives would be different today if this invention did not exist. After each student has presented, students rank the inventions from most essential to least essential. Ranking could be individual or by group consensus or both. Parents could be asked to make and rank their own lists and students could compare the two and discuss similarities and differences. (Standard 2Technology-F3)

High School: Individual students will hypothesize what they believe will be the next significant technological breakthrough or invention. They will be asked to provide a sketch of the invention and a brief description of how it works and the impact it will have on society. (Standard 2Technology-E3)

Workplace Sample Lessons for Gifted Students

Given the various characteristics of the gifted student, how might an instruction unit in workplace education is presented differently to a gifted pupil?

Elementary School: Half the pupils in a given class will give a brief talk to their peers from behind a screen and the other half will be able to see their audience and be seen. Class discussion will center on what is gained or lost by the speaker and by the audience when there is visual contact. Videotape speakers and audiences and play back segments of the video during the discussion. (Standards 1Workplace-F3; 1Workplace-E2)

Middle School: Students design a survey for sixth graders to determine the extent and accuracy of their knowledge regarding middle school. Based upon an analysis of the survey results, students will publish an "Orientation to Middle School" handbook and design an orientation program for sixth graders and their parents. The middle school counselor(s) and building principal of the middle school and feeder schools will serve as an advisory committee.

(Standards 1Workplace-P10; 3Workplace-F4; 3Workplace-E2; 3Workplace-P1; 4Workplace-R1; 4Workplace-6; 8Workplace-D6)

High School: Students will devise a career plan consistent with individual occupational interests and aptitudes. Included in the plan will be a flow chart with anticipated decision or choice points, an outline of information required to make an informal decision at these choice points, and listing of information sources (people and materials) where needed information can be obtained. This plan is to be updated periodically. The high school counselor will serve as a consultant/advisor. (Standards 5Workplace-P1; 5Workplace-P2; 5Workplace-D1; 5Workplace-D3; 8Workplace-D6)

Science Sample Lessons for Gifted Students

Given the various characteristics of the gifted student, how might an instruction unit in workplace education is presented differently to a gifted pupil?

Kindergarten: The gifted student measures and computes the size of the grade K class and compares it to measurements of one room from home. (Standards 1SC-R5; 1M-F3, PO8)

Elementary School: A group of gifted students build a paper mache volcano. Each student writes an individual paper about the science of volcanic eruptions as well as the history surrounding his or her favorite volcano. (Standards 1SC-F2; 1SS-F1 and 1SS-F2; W-F1)

Middle School: Gifted students, who are studying the future, formulate a hypothesis and predict outcomes for future stars that may be discovered in the next 100 years. An oral or written presentation is made to their class. (Standard 1SC-E1)

High School: During independent study, the gifted student plans with a mentor to create and defend a written plan of action for a scientific investigation of the cause of cancer. (Standard 1SC-P4; W-D1)

Parent Involvement in Gifted Child Education

The Governing Board and administration of Cedar Unified School District have adopted the following procedures to promote cooperation between parents of gifted children and district staff.

As specified in Arizona Department of Education Rule 7-2-406.3.a, parents or legal guardians of students shall be provided the following information:

Definition of a Gifted Child

"Gifted child" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary

services, or both, to achieve at levels commensurate with his intellect and ability." (A.R.S. § 15-761.7)

Services Mandated for Gifted Students by the State of Arizona

The governing board of each school district shall provide special education to gifted pupils identified as provided in section 15-770. Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program, which is commensurate with the academic abilities and potentials of the gifted pupil. (A.R.S. § 15-764-C)

Gifted Program Evaluation and Assessment

Evaluation is most often defined as the determination of merit or worth of some entity such as an educational program. Program evaluation is the act of answering focused questions about how the program started (background), how it works on a daily basis (operation), and what effects it has had on those involved (outcomes). Examining issues such as student identification should develop these questions: 1) a program background area, classroom instruction, 2) a program operation area, and student knowledge, 3) a program outcome area. However, unintended program effects should be studied or at least allowed to surface, including pressure placed on students and the development of elitism.

Evaluation questions are usually investigated using interviews, questionnaires, and the observations of real-time events or tapes of those events. Documents such as program descriptions, funding proposals, and curriculum guides or lesson plans might be examined as well. Testing, as an exclusive means of evaluation is not recommended unless the items are constructed based on the content taught in the program. How gifted students perform on standardized tests is only one of many indicators of program quality, especially since most students are in a gifted program due to high scores on such tests along with assessment from the Arizona State Board of Education approved test list for gifted identification.

Exactly which evaluation areas and specific questions to ask should be based in large part on the needs, values, and perceptions of program stakeholders including parents of program students along with students and teachers in the program. Other audiences to consider in planning the evaluation would be administrators, school board members, and state and federal agencies. Further, the evaluation plans and questions should be designed around the explicit program purposes and practical operations. What follows are background, operation, and outcomes areas, along with one of several possible associated evaluation questions. Please note that these are only examples and that many other areas and specific evaluation questions can be developed based on stakeholders, audiences, and program purposes.

Background Areas & Associated Questions

1. Teacher selection, preparation, and orientation: What specific training do program teachers have and what additional training might they need?

2. Student screening and selection: Is the proportion of minority students in the school equal to the proportion identified for the program and what must be done to align these figures?

3. Curriculum selection and/or development: Does the proposed curriculum reflect important criteria that should be found in gifted programs such as abstract content and higher level thinking?

4. Provision for resources to support the program as planned: To what extent has the school or school district funded the program with regard to materials, computer hardware and software, instructional space, instructional and support personnel, and incidental expenses including teacher training and travel?

5. Scheduling and resource planning: Were the specific schedules and needed startup resources in place when the program was initiated?

6. Description of program along with an explanation of the program orientation for parents, non-program teachers, and school administrators: Do program parents understand the purposes, operations, and expected outcomes of the gifted program?

Operation Areas & Associated Questions

1. Classroom provision for higher-level thinking: Are higher level thought processes emphasized in teacher questions in lessons and on homework?

2. Opportunity for student divergent thought and action: Are students able to practice effective creative problem solving methods in finding and solving problems during classroom lessons?

3. Student involvement in instructional experiences: Are students involved verbally and physically during most classroom experiences?

4. Encouragement of student independence in thought and action: To what extent do teachers attempt to transfer responsibility for learning decisions to students inside and outside of the classroom?

5. Provision for making instructional materials relevant to gifted subgroups: Do the materials in the class contain content that minority, disadvantaged, disabled, highly gifted, and female students can identify with from their own background?

6. Opportunity for students to learn important concepts and generalizations: Are the students asked to pull together ideas and construct abstract principles that can be applied to other settings or situations?

Outcome Areas & Associated Questions

1. Evidence of continued institutional program support: To what extent are the principal and other school leaders committed to the program?

2. Evidence of inter-grade level articulation: What is the relationship between program and content and expected student outcomes from grade to grade?

3. Evidence of student learning as a result of the program: What specific content have the students learned as a direct result of the program?

4. Evidence of student problem solving abilities: Can program students use problem solving techniques effectively in new settings?

5. Evidence of pressure placed on gifted students: To what extent is dropout rate or student burnout a function of program pressure on gifted students?

6. Evidence of connection between program and career awareness: To what extent do program students have a clearer vision about their future schooling and vocational interests?

Making Evaluation Questions Specific

While the above areas and associated questions may assist in planning program evaluations in gifted education, most plans should contain much more specific questions. In addition, methods to be used and the sources from which data are to be collected should be stated. What follows is an example of how such planning would occur for just one operation area--**classroom provision for higher-level thinking**.

Specific Evaluation Questions	Methods & Sources
According to Bloom's Taxonomy, how many higher and lower level questions are asked by teachers during classroom discussion?	-student questionnaire -classroom observation
What types of thinking are students asked to demonstrate on tests and quizzes?	student questionnaire -inspection of tests/quizzes
How are students asked to think on projects and homework assignments?	-student questionnaire -Inspection of completed assignments
In what ways are students able to apply higher level thinking to classroom problem solving activities?	-observe students in class -student interview -Test students

This example represents just one overall area of investigation. Effective and comprehensive program evaluations would study at least one or two program background areas, at least two or three operation areas, and at least two or three outcomes. These might come from the examples given here, but may also be produced based on stakeholder and audience needs as well as local program process and content. The following suggestions may assist local evaluators as they design their gifted program efforts.

Suggestions for Conducting Evaluations

- Always try to collect data from more than one source (e.g., students and parents) and use more than one kind of measure (e.g., interviews and questionnaires, etc.). This allows the evaluator to cross check information to see if there is agreement and to pick up information from one source or measure that the other did not catch.

- Share early findings with participants (member checking) to determine if these results fit with their understanding about how things work. This is a good way to determine accuracy and involves stakeholders in the evaluation.

- Attempt to use at least two evaluators who should look at all results independently to see if they arrive at the same conclusions. This triangulation reduces bias that any in-house evaluator would have from being too close and perhaps too vested in the program.

- If there are sufficient funds, use university experts in evaluation to assist in planning and possibly collecting some data and/or examining selection and curriculum materials. These individuals can provide expertise and experience as well as an outside view of things.

- Take a course in program evaluation to improve planning and to provide better information for program improvement.

- Be objective in doing evaluations and reporting the results. It is not credible to paint pretty pictures; it is much more believable to show what is working and what needs changing along with your plans for making improvements where needed.

- Make reports succinct and readily accessible so that a reader's attention span is not tested. Begin with a short executive summary (maybe two to three pages) so that if readers look at nothing else, they will at least know what you feel they have to know. But be sure to include more detailed findings so more serious readers can see what you found and how you found it.

PROGRAM OPTIONS FOR INTERVENTION SERVICES FOR GIFTED STUDENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12
Enrichment; Accelerated Content: Classroom, Itinerant Teacher	x	x	x	x	x	x	x	x	x	x	x	x	x
Cluster Grouping in Heterogeneous Classroom													
Accelerated Pacing within Classroom	x	x	x	x	x	x	x	x	x	x	x	x	x
Multi-age Classrooms													
Interdisciplinary Courses	x	x	x	x	x	x	x	x	x	x	x	x	x
Ability Grouping in Self-contained Classrooms or Magnet Schools													
Single Subject Acceleration within District	x	x	x	x	x	x	x	x	x	x	x	x	x
Whole Grade Acceleration (Skipping)	x	x	x	x	x	x	x	x	x	x	x	x	
Independent Study	x	x	x	x	x	x	x	x	x	x	x	x	x
Individual Education Plan													
Mentoring							x	x	x	x	x	x	x
Guidance*								□ x	□ x	□ x	□ x	□ x	□ x
Concurrent Enrollment in University or College Courses											□ x □	□ x □	□ x □

Distance Learning via Internet, Correspondence, or Instructional Television Courses							x	x	x	x	x	x	x
Early Entrance to College									**	☐	☐		☐ x

* The affective dimension of the curriculum for gifted students includes some guidance in self-understanding and self-management skills.

District counselors, home-base teachers or teacher advisors assist all students with selection of secondary courses and planning for higher education.

District counselors or psychologists provide additional services when special needs require their professional expertise. Home-base gifted teachers are

Those instructors who have direct responsibility for coordination of gifted instruction with pupils assigned to their case loads.

+ When a university, college, or community college extension program is located in the area.

Definition of Terms

Enrichment with accelerated and/or differentiated content	Students engage in differentiated curricular activities that allow them to work at a higher level and with content different from that taught in regular classrooms. Enrichment, with accelerated content, may be offered in the general education classroom or in an after school program by a teacher who is endorsed in education of the gifted.
Cluster grouping in heterogeneous classrooms	Small groups of gifted students are clustered for instruction into the classrooms of teachers who have training in education of gifted learners. Students work with accelerated content and processes and meet higher-level content, process, and product standards than their classmates.
Accelerated pacing within a classroom	Students move more rapidly through the concepts and skills of the disciplines. For example, gifted students might complete requirements for two, or more, grade levels in one year.
Multi-age classroom or cross-grade grouping	Gifted students from two or three grade levels are placed in the same class for appropriately challenging instruction with a teacher who has training in education of gifted learners. Pacing is accelerated; content, processes, and products are differentiated.
Interdisciplinary programs	Students, who are gifted in varied ways, are grouped for integrated, thematic instruction across several disciplines. Content, process, product, and learning environments are differentiated; students have many choices of pathways to mastery of standards in varied disciplines.
Ability grouping in self-contained classes or magnet schools	Identified gifted students are grouped together in advanced classes in their home school or transported to district or regional schools with magnet programs designed for gifted learners. Students work with teachers who are endorsed to teach gifted students and who also have preparation/education in the content areas taught.
Subject acceleration within a district; Flexible pacing	Students who are gifted in a specific academic area are placed at a higher grade level for instruction in that area. This option may necessitate arrangements to travel between schools (e.g., elementary to middle, middle school to high school).
Grade acceleration; Skipping	Gifted students are assigned to a grade level more closely matched to their ability level and current achievement. Grade acceleration may be accomplished most easily in very early grades or when a student leaves one school to go to another.

Independent study	A student, who has developed the skills needed for research and self-regulation, contracts with a teacher or mentor to conduct research or to create a complex product in an area of interest. Independent study may be undertaken for a few weeks or may be a long-term project.
Individual service plan (ISP)	A gifted student proceeds according to a long-term formal plan in which learning objectives, resources, and support services needed by the gifted student are prescribed and/or agreed upon in conference with the student, parent, teacher, and school administrator.
Mentoring	A gifted student with a passionate interest in a field or topic is matched to an adult who has expertise in the same area to conduct research or develop advanced skills in that area. Research may be conducted away from the local school site, through the Internet, a work-study program, or similar arrangement approved by the local school district.
Concurrent enrollment in college or university courses	Gifted students, who are enrolled in their home schools for some classes, are also enrolled in classes in a local college or university program.
Distance learning	A student, at any grade level, enrolls in advanced course-work through correspondence courses; World-Wide-Web based courses, or instructional television courses. In some courses, particularly instructional television, the pace of instruction is controlled by the instructor; in others, the pace of learning is self-regulated by the student.
Early entrance to college	Exceptionally gifted students, identified through a Talent Search program or other compelling evidence of precocity, may be accepted for early entrance to college.
Guidance services	Some guidance, through affective objectives in the differentiated curriculum, is embedded into course work for gifted students. Some programs include a dimension for exploration of giftedness, self-understanding, social interaction, personal responsibilities, and individual development. The differentiated curriculum also may include examination of belief systems, cultural mores and values, and/or conflict management. Vocational guidance should be included as early as elementary school to encourage students to explore varied career options. Professional counselors and psychologists should be available for students who need intervention services because of exceptional ability, a coexistent disabling condition or learning disadvantage, serious emotional problem or other concern.

Approved by Cedar Unified School District No. 25: 04/14/04